

California Partnership for the San Joaquin Valley
K-12 Education Work Group
Strategic Action Proposal
September 2006

I. Mission Statement

The mission of the K-12 Education Work Group is to implement policies and programs through public-private partnerships to ensure equal access to educational opportunities and resources for all children that will improve academic performance.

II. Background

A. Scope Adopted by Partnership

- Establish a high-level work group of the eight county superintendents of education for the purpose of identifying common challenges, recommending shared actions, and engaging around a set of state strategies to improve low-performing schools.
- Identify “best practices” within the San Joaquin Valley and assess potential for broader application and deployment.
- Provide updated achievement data for the region based on newly-released test results of California Standards Tests and school rankings by the Academic Performance Index and Adequate Yearly Progress assessments.
- Facilitate a series of roundtable discussions with local education leaders and the Secretary of Education to encourage a dialogue about local policy priorities and solutions to the challenges facing K-12 public schools in the region.

III. Goals and Objectives

A. Narrative

1. Goal 1: Schools and school districts in the San Joaquin Valley will meet or exceed state and federal accountability goals.

a. Metrics (Note: Some data mentioned in these metrics is not yet available)

- Baseline Status: As of March 2006, the San Joaquin Valley had 368 schools below the API score of 673 which in the current 2005 API Base have the decile rankings of 1 and 2. As of the 2004-05 school year, seven out of eight counties in the San Joaquin Valley had four year high school dropout rates above five percent. For the 2005-06 school year, ____ schools in the San Joaquin Valley were identified as subject to school improvement under the No Child Left Behind Act. As of the end of the 2005-06 school year, diploma-eligible high school seniors in the San Joaquin Valley had a passage rate of ____ on the California High School Exit Exam.

- Five-Year Goal: Schools and school districts in the San Joaquin Valley will reduce (1) the number of schools with API decile rankings of 1 and 2, (2) the four year high school dropout rate, and (3) the number of schools subject to school improvement under the No Child Left Behind Act, and increase the number of high school seniors who pass the California High School Exit Exam.
- Ten-Year Goal: Schools and school districts in the San Joaquin Valley will meet or exceed state and federal accountability goals.

b. Objectives

- **Objective A: Implement a school and school district support system through county offices of education.**
- **Objective B: Implement a curricular and instructional program to ensure all children are able to read at or above grade level.**
- **Objective C: Provide school choice, and intradistrict and interdistrict option consistent with state and federal law.**
- **Objective D: Establish an executive leadership academy to train principals of low-performing schools in "turn-around" educational and management services.**
- **Objective E: Coordinate and integrate health and human services organized around school attendance boundaries.**

2. Goal 2: Schools and school districts will create a college-going culture in the San Joaquin Valley.

a. Metrics

- Baseline Status: For the 2003-04 school year, all eight counties in the San Joaquin Valley were below the statewide figure for high school graduates who had completed courses required for admission into the University of California System and California State University System.
- Five-Year Goal: By the end of the 2010-11 school year, all eight counties in the San Joaquin Valley will raise their completion rates of high school graduates completing courses for admission into the University of California System and California State University System to within ten percent of the statewide rate.
- Ten-Year Goal: By the end of the 2014-15, San Joaquin Valley high school graduates in all eight counties will complete courses required for admission into the University of California System or California State University System at the statewide rate.

b. Objectives

- **Objective A: Support collaborations between school districts and the community colleges, and CSU and UC systems.**

- **Objective B: Increase the rates of high school graduates completing courses for college admission.**

3. Goal 3: Schools and school districts in the San Joaquin Valley will implement a computer literacy initiative for K-12 students aligned with community college curriculum.

a. Metrics (Note: Some data mentioned in these metrics is not yet available)

- Baseline Status: As of the 2005-06 school year, _____ school districts had technology standards and requirements for students.
- Five-Year Goal: The San Joaquin Valley school districts and schools will increase the number students required to meet technology standards.
- Ten-Year Goal: Schools and school districts in the San Joaquin Valley will implement a computer literacy initiative for K-12 students aligned with community college curriculum.

b. Objectives

- **Objective A: Implement a computer literacy initiative.**

4. Goal 4: Schools and school districts in the San Joaquin Valley will implement substance abuse programs, including voluntary drug testing, to reduce substance abuse.

a. Metrics (Note: Some data mentioned in these metrics is not yet available)

- Baseline Status: As of the end of the 2005-06 school year, _____ school districts had research-based programs to address student substance abuse issues.
- Five-Year Goal: San Joaquin Valley school districts and schools will develop substance abuse policies and identify research-based substance abuse programs.
- Ten-Year Goal: Schools and school districts in the San Joaquin Valley will implement substance abuse programs, including voluntary drug testing, to reduce substance abuse.

b. Objectives

- **Objective A: Implement substance abuse programs.**
- **Objective B: Coordinate and integrate health and human services organized around school attendance boundaries.**

B. At-A-Glance Matrix

K-12 EDUCATION

Vision Statement

Implement policies and programs through public-private partnerships to ensure equal access to educational opportunities and resources for all children that will improve academic performance.

Immediate Actions (First Year)	Short Term Actions (2-3 Years)	Intermediate Actions (4-6 Years)	Long-Term Actions (7-10 Years)	Responsible Implementer
Goal 1: Increase the achievement level of students, schools and school districts in the San Joaquin Valley				
Metric(s): Student reading proficiency at or above grade levels. High school graduation rates. Decrease high school dropout rates. Increase college bound rate. Decrease number of low-performing schools.				
Indicators: Increase student reading proficiency at or above grade levels. Increase high school graduation rates. Decrease high school dropout rates. Increase college bound rates. Decrease number of low-performing schools.				
Objective A: Implement a school and school district support system through county offices of education.				
Legislation or regulations.	Develop COEs capacity.			Legislature, Governor and COEs
Objective B: Implement a curricular and instructional program to ensure all children are able to read at or above grade level.				
Verify that schools have SBE-approved textbooks and instructional materials.	Provide professional development.			SBE, COEs and school districts
Objective C: Provide school choice, and intradistrict and interdistrict option consistent with state and federal law				
Identify school choice, and intradistrict and interdistrict options under the No Child Left Behind Act and state law.	Offer school choice, and intradistrict and interdistrict options under the No Child Left Behind Act and state law.			COEs and school districts
Objective D: Establish an executive leadership academy to train principals of low-performing school in "turn-around" educational and management services.				
Develop a proposal for an executive leadership academy in the San Joaquin Valley.	Implement the executive leadership academy.			Legislature, Governor and COEs
Objective E: Coordinate and integrate health and human services organized around school attendance boundaries				
Develop a proposal for a pilot program between school districts, COEs and county government.	Implement pilot programs in the San Joaquin Valley.			COEs, school districts and county government

Goal 2: Develop a college-going culture in the San Joaquin Valley. Metric(s): The rates of high school graduates completing courses for college admission and increase school-to-career preparedness. Indicators: Increase the rates of high school graduates completing courses for college admission and increase school-to-career preparedness.				
Objective A: Support collaborations between school districts and the community colleges, and CSU and UC systems				
Identify and inventory all Valley collaborative P-12 – higher education initiatives.	Develop 3 new P-16 collaboration groups.	Develop 3 additional P-16 groups.	Have at least one active P-16 collaboration meeting regularly in each SJ Valley county.	COEs
Objective B: Increase the rates of high school graduates completing courses for college admission.				
	Increase AP courses			COEs and school districts
Goal 3: Implement a computer literacy initiative for K-12 students aligned with community college curriculum Metric(s): Increase computer literacy rates and school-to-career preparedness. Indicators: Increase computer literacy rates and school-to-career preparedness.				
Objective A: Implement a computer literacy initiative				
Develop technology standards aligned with community colleges.	Adopt technology standards for students and schools.			School districts and community colleges
Goal 4: Implement research-based programs to reduce substance abuse, including voluntary drug testing. Metric(s): Number of Juvenile drug and alcohol related arrests. Indicators: Decrease juvenile drug and alcohol related arrests.				
Objective A: Implement a substance abuse programs				
	Develop substance abuse policies and identify research-based substance abuse programs.	Implement substance abuse programs.		School districts and schools
Objective B: Coordinate and integrate health and human services organized around school attendance boundaries				
Develop a proposal for a pilot program between school districts, COEs and county government.	Implement pilot programs in the San Joaquin Valley.			COEs, school districts and county government

IV. Resources for Implementation

The Work Group has not yet reached a conclusion on the available resources and resources needed to achieve its goals.

V. Status Report

The Work Group has convened county superintendents as well as other education leaders and will continue to engage influential community members to develop local and statewide early intervention strategies. An additional education round table discussion has been proposed. These will include the Secretary of Education, the county superintendents and education leaders.

Listed below is the range of topics that have been addressed during the convenings of the K-12 Education Work Group.

- Equalization of Funding
 - County Offices of Education
 - School Districts
- Supporting School Choice Within the Existing Public School System
 - Within Existing Low Performing School Structure (NCLB)
 - Public Charter School / Authorizers
- Localize Accountability and Intervention Resources
 - Authority Delegated to County Offices of Education
 - A Proposed Alternative School Accountability Model (AB 2859 & AB 2656)
 - County Superintendent Outreach to District Superintendents
- Increasing Student Achievement
 - California Standards Testing
 - California High School Exit Exam
 - Completion of College Prep Courses
 - High School Graduation (Drop Out Rates)
- Professional Development
 - Innovative Strategies for Low Performing Schools
 - Principal Leadership Academies
 - Teacher Preparation
- Technology / Competency Literacy
- Fostering Performance Discussion Among Educational Agencies (Summit)

- Incentives in Alternative Structure for Recruiting / Retaining Highly Qualified Teachers at Low Performing Schools
- Establishing Wrap-Around Systems and Services for At-Risk Students
- Developing Projects to Integrate Community Amenities into Public School Planning / Construction / Uses
 - Schools as the Center of their Neighborhood
 - Neighborhood Resource Centers
 - Shared Use
- Emphasizing the Importance on Early Childhood Education
- Establishing Vocational Education Opportunities
 - Vocational Classes Curriculum Alignment with the California Standards
- Innovative Solutions Supporting Services for Immigrant Families

VI. Attachments

- A. Assembly Bill 2859: School Accountability & Assembly Bill 2656: Creation of Academic Crisis Management Assistance Team (ACMAT)**
- B. Equalization of Funding for County Offices of Education**
- C. Achievement Data: San Joaquin Valley 2004 Academic Performance Index (API) Statewide Rank of 1&2**
- D. Achievement Data: 2006 San Joaquin Valley 8 County School Data: 8 Counties of Kern, Kings, Fresno, Madera, Merced, San Joaquin, Stanislaus and Tulare**

Attachment A: Assembly Bill 2859: School Accountability & Assembly Bill 2656: Creation of Academic Crisis Management Assistance Team (ACMAT)

FOCUSING SUPPORT & INTERVENTIONS ON SCHOOL DISTRICTS

Federal law requires states to support and intervene in school districts. California's involvement has focused on individual under-performing schools, and largely ignored the role of local school districts as a key intermediary between state-level policy and school-level implementation.

The state must focus support and interventions on school districts. There is a strong district role in providing leadership, direction and support to improving schools. Evaluations of the II/USP program found that the role of the district in supporting school reform was crucial. A recent Ed Source report entitled "Similar Students, Different Results: Why Do Some Schools Do Better?" found that district leadership, accountability and support all influence student academic achievement. Critical district practices include: setting clear expectations that schools meet API and AYP growth targets, providing schools with achievement data and evaluating principal performance and teacher practices based on that data, ensuring that math and language arts curricula are aligned with state standards and instruction is focused on achievement, and that schools have adequate facilities and textbooks as well as financial and personnel resources for struggling pupils.

In 2004-2005, 141 local education agencies (LEAs) were identified for program improvement.¹ At present, 155 LEAs have been identified for program improvement (PI), while 103 additional districts are at risk of entering PI within the next two years. For any district that advances to year 3 of PI in the Fall of 2007, based on 2005-06 and 2006-07 data, the state must engage in corrective action.

There are many districts in program improvement, with varying levels of need. It is important to develop a method to triage the intensity of district assistance and support each district needs. This will become even more important as the achievement expectations for schools and districts are raised, so that we can accurately identify those districts that require state assistance, and determine the level of assistance they need.

The goal is to give greater responsibility for oversight, monitoring and intervention to the County Superintendent of Schools for school districts under his or her jurisdiction. With the recent emphasis on academic accountability, it is essential to recognize the importance, responsibility, and authority of county superintendents. Education Code § 1240 should be amended to

¹ These local educational agencies were identified based on meeting two tests:

- District failed AYP
- All grade spans failed AYP.

Reasons for Identification of 141 PI districts in 2004-05:

- AYP component: 83% missed annual measurable objective only, 14% participation rate only
- Content area: 51% English-language arts only; 9% mathematics only; 40% ELA and mathematics

explicitly state that a County Superintendent has oversight responsibility for the academic achievement of districts within their jurisdiction.

We recommend establishing an Academic Crisis Management & Assistance Team (ACMAT), to provide management assistance and academic guidance to struggling school districts in program improvement, which require more intensive intervention. School districts with more than 50% of their pupils enrolled in schools in the bottom two deciles of the state API will require even more special attention.

AB 2859 – School Accountability

Program Improvement Year 1

District Triage:

- For school districts in year one of program improvement (PI 1): District selects the type of external evaluator, if any [ACMAT, DAIT team, partnering district, County Superintendent only, no external evaluator needed], and justifies choice to County Superintendent.
- County Superintendent has veto power, but must provide written justification for exercise of veto authority.
 - Factors for County Superintendent to consider: both the number and percentage of district schools that: (a) meet API growth targets; (b) are in Deciles 1 through 3; and (c) are in program improvement. County Superintendent also evaluates pertinent academic achievement data, district personnel, and district history (stability, staff turnover, relationship with board, employee groups, and community).
- **Districts with over 50% of pupils enrolled in schools in bottom two deciles of API:**
 - County Superintendent has authority to assign ACMAT, DAIT, or a partnering district and determine, once ACMAT has been assigned, the minimum time period for ACMAT supervision and oversight.

Self Assessment:

- Upon the selection of an external evaluator, District conducts a self-assessment, using materials and criteria based on current research and information provided by the department. (Current Ed Code § 52055.57(b)(1)(A).)
- County Superintendent liaison and external evaluator observe self-assessment process, make suggestions, and help connect district to available resources.
- A concurrent review by an external evaluator, while district is performing its self-assessment, eliminates the need to bring external evaluator & County Superintendent up to speed *after* District Improvement Plan developed. This collaborative process of getting involved early in self-assessment and Plan development, instead of reviewing the Plan after it is developed, ensures more buy in by all essential parties involved.

District Improvement Plan (Plan):

- Within 90 days of identification, District and external evaluator will develop and draft the Plan, which is then submitted to District's governing board for adoption.

- District files its adopted Plan with County Superintendent within 5 days of adoption and no later than 90 days from identification as PI district. [Subsequent revisions to plan in following years to be submitted to County Superintendent for approval.]
 - County Superintendent can only review those portions of Plan that address the factors that resulted in the district going into program improvement.
- Within 15 days, County Superintendent must examine the Plan for compliance with criteria and standards approved by the State Department of Education, and approve or disapprove Plan.
 - If Plan is disapproved, County Superintendent must submit to district governing board written recommendations for revisions to Plan and reasons for them.
 - At next regular meeting, district board, District shall review the recommendations of County Superintendent and respond. The district's response is to include any revisions to the adopted Plan, and other proposed actions to be taken, if any, as a result of those recommendations. The district is to file the revised Plan with the County Superintendent.
 - Within 15 days, County Superintendent must approve or disapprove the revised Plan.
 - If disapproved, County Superintendent shall make recommendations. County Superintendent to notify governing board in writing of his recommendations and the basis for and assumptions used in making those recommendations. Governing board shall adopt recommendations at a regularly scheduled meeting of the governing board, subject to appeal to State Superintendent.
 - County Superintendent identifies districts whose Plans have been disapproved, and submits report to SPI, including any written communications to the district, along with the County Superintendent recommendations and the reasons.

Implementation Phase:

- After Plan approval, Districts shall have flexibility to contract with *any* organization *or* to choose to build capacity within the district, so long as their actions are consistent with the adopted Plan.
- **Districts with more than 50% of their pupils enrolled in schools in the bottom two deciles of the state API** shall be provided with additional flexibility to better address needs of low-performing pupils.
 - **Fiscal flexibility** – Districts with more than 50% of their pupils enrolled in schools in the bottom two deciles of the state API shall be provided relief from categorical and regulatory limitations.
 - The intent is to provide maximum flexibility to school districts to allocate and redirect resources to increase pupil academic achievement, in a manner consistent with the District's Improvement Plan.
 - Commencing with the 2007-08 fiscal year, all categorical block grant funds shall be allocated to each school district as a block grant and shall be available for support of educational activities specified in the District Improvement Plan.
 - Each school district shall prepare and present its annual budget separated by central district office departments and by individual schools.

- For allocation of funds to individual schools, each district shall utilize school based budgeting and weighted pupil formulas in order to equitably allocate resources to schools whose pupil populations are most in need, as determined by state standardized testing data.
- **Statutory and regulatory waivers**
 - Districts may request the County Superintendent to waive all or part of any section of the Education Code or any regulation adopted by the State Board of Education that impede the District's ability to address the needs of low-performing pupils, except in the areas of statewide academic standards, pupil assessments, fiscal and reporting requirements, pupil health and safety requirements, and the assurance of equitable educational opportunities for all.
 - County Superintendent has a total of 60 days from receipt of a waiver request to reach a decision. The State Superintendent shall be provided a copy of the waiver request and an opportunity to submit objections.
 - The District governing board, in conjunction with the County Superintendent, shall review the waiver request at a regularly scheduled meeting of the governing board.
 - The County Superintendent shall waive any statutory provision or regulation if he determines the waiver will improve the district's ability to address the needs of low performing pupils and increase pupil academic achievement.
 - A waiver shall be granted for no more than four consecutive fiscal years. A district may request a renewal of the waiver.
- **Districts are authorized to implement specialized educational programs** for low performing pupils, including requiring summer school for pupils who score at "far below basic" or "below basic" on state standardized tests. Districts are authorized to implement full-day kindergarten program.
- **Districts are authorized to provide incentives to administrators, teachers and other school site personnel** to accept work assignments in areas of highest need. The incentives are designed to compensate teachers, school site personnel and administrators for the additional responsibilities, time, and effort required to serve in challenging school settings, as identified in the Improvement Plan.
- **Implementation Funding:**
 - **Basic Program Improvement** – utilize **Statewide System of School Support** (S4). The State provides \$10 million annually to regional county office of education teams to assist PI districts and districts with large numbers of PI schools in their regions.
 - **Districts with a low API score for their socio-economically disadvantaged pupils shall receive \$50,000 per district, plus \$10,000 per Title I school**, with a priority given to districts based upon the performance of socio-economically disadvantaged subgroups on the API. Currently, two year limit.
 - **Districts with more than 50% of their pupils enrolled in schools in the bottom two deciles of the state API need more intensive resources and**

support. These Districts may access an Intervention Fund, with approval of County Superintendent or ACMAT.

- An **Intervention Fund** is to be created in the State Treasury to address needs of high priority districts. State Superintendent to administer Intervention Fund and report annually to Legislature on condition and status of Fund, and the uses made of moneys in the Fund during the year.
- The County Superintendent and ACMAT are authorized to contract with specialists and external entities to provide intensive support and expertise in areas identified in the Plan that offer substantial promise for improving academic achievement for low performing pupils.
- The County Superintendent and ACMAT shall be reimbursed for such contracts through the Intervention Fund. The County Superintendent may also request reimbursement from the Intervention Fund for services provided to help implement the Plan, at district request.

Monitor Plan – PI Years 1 & 2:

- No less than two times during the year, the school district shall present the County Superintendent and SPI with data regarding progress toward the goals established in the Plan. The data shall be presented to the governing board of the school district at a regularly scheduled meeting.
 - County Superintendent may request any data necessary to accurately assess situation
 - May be need for the external evaluator to be involved in monitoring implementation (similar to SAIT teams under HP program) in some circumstances.
- As appropriate, County Superintendent can document that implementation is inconsistent with Plan and provide District an opportunity to respond.
 - County Superintendent to consult with ACMAT for the limited purpose of verifying whether implementation efforts are inconsistent with the Plan.
 - If ACMAT agrees there is a serious problem with inconsistent implementation, County Superintendent is authorized to exercise stay and rescind authority during Program Improvement Year 2.

Program Improvement Year 3:

- County Superintendent or his designee provided with authority to stay and rescind any action inconsistent with the District's implementation of its Plan. County Superintendent must inform district board in writing of justification for exercise of this authority.
 - County Superintendent authorized to appoint trustee to act in his stead. District or governing board has right to appeal to ACMAT, based on the trustee's qualifications.
- Sanction is proportional to problem and school board retains authority.

Within 3 years of being identified for corrective action:

- County Superintendent authorized to recommend to ACMAT any additional sanctions believed to be appropriate. County Superintendent shall carefully consider any recommendations for additional sanctions made by ACMAT Project Lead, DAIT Team,

or partnering district. County Superintendent must provide written justification to District governing board for exercise of this authority, and basis and assumptions for reaching that determination.

- County Superintendent authorized to select from full menu of federal options.
 - ACMAT Board must review recommendation and take action at next scheduled meeting.
- **If a district *continues* to have more than 50% of their pupils enrolled in schools in the bottom two deciles of the state API** and has failed to demonstrate significant improvement in measurable student outcomes, the County Superintendent shall impose either of the following two sanctions no later than 3 years after entering corrective action:
 - **Appoint an academic administrator²** with the authority to implement substantial changes in the academic, fiscal and personnel policies and practices of the district, and to reallocate district and staff resources to address the needs of low-performing pupils. The governing board shall serve in an advisory capacity until the district shows substantial and sustained progress; or
 - **Reconstitute the district.**
 - **Governing Board has right to appeal the decision** to appoint an administrator or reconstitute the district **to the State Board of Education.**
 - Within 30 days, the governing board shall file a notice of appeal, including a statement of reasons and factual evidence with the State Board. The action shall not be stayed pending the outcome of the appeal.
 - The State Board shall decide the appeal at its next scheduled regular public meeting, and its decision shall be final. The state board shall ratify the action of the County Superintendent unless the State Board makes written findings, specifying facts showing a change in the governance structure would have an adverse effect on the district's ability to address the needs of low performing pupils.

Creation of Academic Crisis Management and Assistance Team (ACMAT)

- AB 2656 spells out the process to establish ACMAT, similar to FCMAT, which intervenes in districts threatened with fiscal insolvency to provide technical assistance.
 - All county offices of education will be notified of the opportunity to apply to be the administrative agent for ACMAT.
 - The State Superintendent and the Secretary of Education will make the decision as to which county office will be selected.
 - 25-member Board of Directors, comprised of county and district superintendents, representing the 11 county office of education service regions, two representatives from the Department of Education chosen by the State Superintendent and one representative chosen by the Secretary of Education.
- The mission of ACMAT is to help school districts fulfill their academic responsibilities, by providing assistance to local school districts that are chronically under-performing, in areas including management, academic achievement and professional development.

² The current district superintendent may be appointed to act as administrator upon the recommendation of the County Superintendent.

Attachment B: Equalization of Funding for County Offices of Education

**Attachment C: Achievement Data: San Joaquin Valley 2004 Academic Performance Index (API) Statewide
Rank of 1&2**

County Name	Number of Students in County	Number of Students in County in Decile 1 or 2 Schools	Percent of Total County Enrollment in Decile 1 or 2 Schools	Percent of Total State Enrollment in Decile 1 or 2 Schools	Cumulative Percent of Total Enrollment of Decile 1 or 2 Schools	Number of Decile 1 or 2 Schools in the County	Percent of Schools in County that are Decile 1 or 2	Percent of Total Number of Decile 1 or 2 Schools in the State	Cumulative Percent of Decile 1 or 2 Schools in the State
Fresno	188,678	72,033	38.2%	5.5%	5.5%	103	30.4%	6.3%	6.3%
Kern	164,726	65,856	40.0%	5.0%	10.5%	77	26.4%	4.7%	11.0%
San Joaquin	130,645	32,334	24.7%	2.4%	12.9%	45	21.7%	2.7%	13.7%
Tulare	88,898	28,949	32.6%	2.2%	15.1%	56	25.8%	3.4%	17.1%
Merced	54,376	9,991	18.4%	0.8%	15.9%	20	17.4%	1.2%	18.3%
Stanislaus	91,358	9,692	10.6%	0.7%	16.6%	22	11.6%	1.3%	19.6%
Madera	27,821	9,089	32.7%	0.7%	17.3%	14	17.9%	0.9%	20.5%
Kings	27,080	7,274	26.9%	0.6%	17.9%	16	21.0%	1.0%	21.5%
TOTAL	773,582	235,218	AVE: 28.0%	17.9%	17.9%	353	AVE: 21.5%	21.5%	21.5%

**Attachment D: Achievement Data: 2006 San Joaquin Valley 8 County School Data: 8 Counties of Kern,
Kings, Fresno, Madera, Merced, San Joaquin, Stanislaus and Tulare**

County	Number of Students In County	Number of Schools in County	Number of Schools Below 800 on 2006 A.P.I.	Number of Schools in 2006 A.P.I. Deciles 1 & 2	Number of Schools in Program Improvement	High School Exit Exam Passage Rate	High School Drop Out Rate
Fresno							
Kern							
San Joaquin							
Tulare							
Merced							
Stanislaus							
Madera							
Kings							